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cover design in general is good. The binding and paper are not up to the English average. The print, with but few exceptions, is clear and legible. All said, "the substantial matter is well forged out" and the book is a very good one; it assumes intelligence in the student, which is complimentary to the student.

It is good to have so excellent an edition of the Electra available for our classes. The play deserves more frequent reading among us. With Sophocles, we must take the legend—not more repellent than some others—as we find it, thankful that a ram was put in the thicket for Abraham and that later Greek legend did as much for Agamemnon, but mindful that orthodoxy made better plays at Athens, though not perhaps better rhetoric, than heterodoxy. The play itself is forward-moving and rapid from the first, and full of good lines, good passages and good scenes. The horrible business of matricide is despatched without waste of words or strokes and the best comment is Orestes's own: "All is well within the house if Apollo's oracle spake well". The concluding scene in which Aegisthus is led to his death reaches the high point of tragic irony.

UNION COLLEGE

JOHN IRA BENNETT

Livy. Selections from the First Decade. Edited by Omer Floyd Long, of Northwestern University, in the Lake Classical Series. Chicago: Scott, Foresman & Company (1908).

This edition belongs in the series so severely criticized in an editorial in THE CLASSICAL WEEKLY 2. 121. To those who agree with this editorial nothing more need be said, for the entire plan of the book is wrong. If, however, one believes with the editor that students should not be compelled to buy expensive editions, containing masses of material of no practical service to them, and inserted mainly to afford scholars an opportunity of 'showing their ability', such editions as this may well serve as an emphatic protest. The proper interpretation of an author to a class depends in any case largely upon the teacher, and not upon the author's display of erudition in the notes. On the other hand, the student has a right to be supplied with a text with annotations sufficient to meet his reasonable demands. The reviewer would say that this edition is rather too meager.

The Introduction (pp. 9-22) deals with Livy's life, title and scope of his works, earlier histories of Rome, Livy's sources, method and purpose, style and syntax, and is in the main well written, although one can hardly think that the author meant to call Livy's history "a work of art, conscientiously executed by the standards of the author's own day" (the italics are the reviewer's). On p. 17 one should read *were* for "was". Also on p. 19, read *disertissimus* for *dissertissimus*. The text (pp. 23-160) contains twelve selections from Book 1 (about two-

thirds of the book), four each from Books 2 and 3, one each from Books 5 and 7, and two from Book 9. The book is prefaced by two maps, one of Central Italy, and one of the 'Servian City'. The notes are on the same page with the text. The printing is attractive and the proofreading good.

WILBER J. GREER

WASHBURN COLLEGE, Topeka, Kansas

CORRESPONDENCE

My attention has been drawn to two editorials in THE CLASSICAL WEEKLY 2. 121, 129, containing a criticism of my editorial in The Classical Journal 2. 1, and of my edition of the Phormio. As the remarks made seem to me likely to give a wrong impression to those who do not remember the editorial in question and who have not seen the Phormio, I should like to say a few words on the points raised.

In the first place, I did not in any way criticize or reflect upon the scholarship of the editors of the two textbooks which I reviewed. So far as I knew the books were not open to criticism along that line. I did not examine them from that point of view; to prevent the possibility of confusing issues I assumed that the information contained in them was sound and accurate, nor have I ever had any reason to doubt the correctness of my assumption. What I attacked was the class of college text books which they represented and my criticism was based on the conviction that the books were wholly inappropriate for the students for whom they were ostensibly intended. That Professor Lodge has often heard these books highly commended does not surprise me in the least. I also have heard them commended, but never for their qualities as text books.

With regard to my edition of the Phormio, Professor Lodge intimates that I probably spent two weeks or even less time on it. Some aspects of this remark I do not care to discuss. All I wish to say is that the question of time is not germane to the issue. It does not make a particle of difference whether an editor spends five years or two years or a month in the preparation of his book; or whether he compiles it in *hora stans pede in uno*. There is but one test by which the book should stand or fall: does it meet the needs of the class of students for whom it is written? This brings us at once to the question, what assistance should be given to the average freshman—not the weakest or the strongest, but the average—reading Terence for the first time, in order to enable him to prepare his recitation in a reasonably satisfactory manner? Such a student's needs can be roughly summarized under four heads:

(1) He will find in the play a number of passages, the translation of which will be beyond his powers and equipment. These should be trans-

lated by the editor. If the student does not get this assistance from his text book he will resort to the regular use of a translation for the whole play. I have not the slightest doubt that the use of translations among college students to-day has been enormously increased by the small amount of translation furnished by a majority of the current editions. To take the position that the amount of translation which I have given robs the aggrieved and suffering student of a well merited opportunity for mental discipline, is to blind one's self to the actual facts of the case.

(2) Many forms will occur which he has never seen before. These should be explained, but in the briefest compass. Only enough should be said to enable him to connect the form commented on with the classical form with which he is familiar.

(3) Notes on metrical points should be confined to irregularities in the common meters only. In these cases the proper scansion should be indicated. Since publishing the edition I have almost concluded that I should have confined notes of this kind to the iambic senarius. I doubt very much whether it is wise to attempt to teach more than this meter to freshmen reading their first Roman comedy. It is better that a student should be able to read one meter intelligently than that he should be able to write out the scansion of a whole play.

(4) References in the text to persons, places, historical events or national customs should be confined to a few words or lines, only enough being given to make the context clear.

But such an edition, it is urged, furnishes "meager pabulum". It is slight, of course, but it is intended to be slight. To criticize it for what has been deliberately excluded is to fail to see the guiding principle of the whole plan, namely that detailed discussion of points occurring in the text, whether they are points of meter, syntax, morphology, history, customs or literary style, is best left to the instructor. He knows better than any editor what the possibilities of his students are, and can adapt his instruction to them. The real battle-ground is the classroom, not the text book. Far from decrying American scholarship, I have assumed in my edition that the instructors in our colleges are in a position to give such information as is desirable as well or better than I could, and their treatment of the various points will have the great advantage of being *viva voce* instruction. The college text book of to-day, it has often seemed to me, aims chiefly at the elimination of the instructor.

But, it is said, the material contained in one of these elaborate text books does not do the student any harm and makes the edition useful as a book of reference. This is so only to a very limited extent. As I heard a good scholar and practical teacher state the case the other day, these editions

fall between two stools: they contain much that is of no service to the student, but do not contain enough to rank as substantial works of reference. When I spoke of comprehensive editions intended for advanced students and instructors I had in mind such works as Furneaux's *Annals of Tacitus*, and Tyrrell's edition of *Cicero's Letters*. But these, it will be said at once, are English publications; an American publishing house would not accept commentaries of such size. I do not believe that this is an accurate statement of the case. American publishers fully appreciate the prestige which a large standard edition gives to their list of publications. They will accept such a book even when they know that it will be a long time before they get back the money they put into it. Further, it does not seem to be fully realized in all quarters that as a direct result of the greatly increased endowments of colleges and libraries the market for standard works of all kinds has vastly improved in America in the last ten or fifteen years. The library sale alone will now go far toward meeting the cost of production of a book that at an earlier period would have been a dead loss. Again, if publishers still show hesitation in accepting large editions, the editors of our numerous series are largely to blame for the situation. Series should be so organized as to include besides the school and college text books, a few standard editions. Apart from that pride in their list of publications, which I believe has far more influence than is usually recognized, publishers would accept the larger works for the sake of the profits of the smaller. This plan, it seems to me, is not only practicable, but in every way superior to the present system with its misapplied erudition in the individual books and its futile duplication in the various series.

Finally, it does not seem to me likely that very many will agree with Professor Lodge that these text books afford a valuable medium for the publication of the results of American scholarship and research. The men who belong to the first class of American classical scholars have not attained that position by writing text books. As a matter of fact, the multiplication of text books has indirectly retarded the progress of classical scholarship in this country, for it has diverted from the higher branches of research the energies of many men who are in a position to do work of an advanced grade. This is one of the points that I endeavored to make in my editorial in *The Classical Journal*: "The editors are, for the most part, men who have proved the soundness of their scholarship by their university records, by their writings in the journals and in other ways. Why, then, should they, competent and highly trained, spend their time upon books, which although they require an enormous

amount of labor, serve no useful purpose"? That the making of these books does take a large amount of time cannot be doubted. It is a fact which even I, with my fatal habit of writing a text book in two weeks or less, can dimly discern. G. J. LAING

CHICAGO UNIVERSITY

LATIN VERSIONS

TO — WITH A ROSE

I asked my heart to say
Some words whose worth my love's devoir might pay
Upon my Lady's natal day.
Then said my heart to me,
Learn from the rhyme that now shall come to thee
What fits thy love most lovingly!
This gift that learning shows,
For as a rhyme with its rhyme-twin goes
I send a rose unto a Rose! —SIDNEY LANIER

APOPHORETA

"Dic mihi, cor, quali verbo nunc scribere possim,
quantus amor mihi sit, si modo dicere fas!
fer dominae munus, natali luce serena".
Haec ego sic animo sic animusque dedit:
"Parvo fasciculo versus quos misi in eodem,
te quid, Amor, deceat, fantur, amata, tibi".
Namque simul donum mea docta puella resignat,
en versus gemini! bella Rosaeque rosa!

TEMPERAMENT

Alas! that hidden habit in the blood
Baffling the will that would eradicate!
Evasive as an eel that lurks in mud
To snap out sudden at the Tempter's bait.
—HENRY AUSTEN

UNUS UTRIQUE ERROR

Heu, istum, miserum esse occultum in sanguine
morem!
quod volo non facio, nescio quidquid agam,
lubricus ut conger luteis submersus in undis
escam qui subito mordicus usque petit.

FROM "A CHRISTMAS SERMON"

To be honest, to be kind—to earn a little and to
spend a little less, to make upon the whole a family
happier for his presence, to renounce when that shall
be necessary and not be embittered, to keep a few
friends, but these without capitulation—above all,
on the same grim condition, to keep friends with
himself—here is a task for all that a man has of
fortitude and delicacy. —R. L. STEVENSON

HAEC EGO MECUM

Qui didicit vitam moderatam degere norma
inque dies rebus parcere sponte suis,

vivere qui voluit melius, qui dulcis amicis,
non sibi verum aliis, hoc aliterque libens,
contentus paucos servare tenereque amicos
(sit sibi conveniens), hic sapiens vir erit.

DIRGE

If thou wilt ease thine heart
Of love and all its smart,
Then sleep, dear, sleep,
And not a sorrow
Hang any tear on your eyelashes;
Lie still and deep,
Sad soul, until the sea-wave washes
The rim o' the sun to-morrow,
In eastern sky.

But wilt thou cure thine heart
Of love and all its smart,
Then die, dear, die,
'Tis deeper, sweeter,
Than on a rose bank to lie dreaming
With folded eye;
And then alone, amid the beaming
Of love's stars, thou'lt meet her
In eastern sky.

—THOMAS LOVELL BEDDOES

NENIA

Mentem levare si cupias tuam
sic, care, tu dormi, quiesce,
amore acerbo et tristitia gravi,
nec lacrimis oculi madescant.
Quiesce, maestum cor gravidum malis,
donec lavetur margine posterus
undis marinis in sereno
sol, oriente polo et corusco.
Mentis mederi si cupias tamen
amori acerbo et tristitiae gravi,
morti succumbas, care, morti—
dulcius est nimio altiusque
quam somnians ut subiaceas rosis
multis, opertis lumbibus tuis—
vises tum amoris solus inter
astra oriente polo puellam.

—GEORGE DWIGHT KELLOGG

PRINCETON UNIVERSITY

I trust I may be allowed to revert to my remarks
in THE CLASSICAL WEEKLY 2. 169 on the use of
nec, neque in commands or wishes after positive
expressions, partly to correct a misprint (for Hale-
Buck 464. 1. 2 read 464. 1 b), partly to add a refer-
ence to a discussion of certain uses of *neque* and
neve, by Dr. E. B. Lease, in Classical Philology,
volume 3, especially pages 308 ff., partly to ask
pardon for the sad lapse by which Schmalz twice
appears as Schanz. C. K.